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THE LATIN COLUMN

FIRST YEAR LATIN

THE importance of first year Latin in connection with further progress in the language is statistically shown by the following facts. The mastery of first year Latin gives the student command of more than 98% of the inflectional endings, more than 95% of the constructions, and 70% of the words on any page of ordinarily difficult Latin read in either high school or college. Therefore the strongest teacher in your Latin department should have charge of the first year work.—Harry F. Latshaw.

VOCABULARY

Students completing four years of high school Latin should have a thorough knowledge of the Lodge Vocabulary (Vocabulary of High School Latin, Teachers College, Columbia University, 1909.) This vocabulary gives the 2,000 words of most frequent occurrence in high school Latin—incidentally these are the very words needed also in college Latin. For the use of the high school student, The Latin Word List by G. H. Browne, published by Ginn and Company in 1909, gives practically the same words in a much more compact and usable form arranging them in the order of their numerical importance. Approximately speaking a knowledge of 650 of the most frequently used words gives the student command of 70% of the words on any page of ordinary Latin; a knowledge of 1,000 words gives him the ability to know 80% of the words he meets; while a knowledge of 2,000 words enables him to understand somewhat more than 90% of any ordinary text. Stated differently, the vocabulary of first year Latin gives the student the ability to know seven words in ten; then to learn one more word, or eight words in ten, he must master 350 additional vocabulary words; and finally to gain still another word or nine words in ten, he must acquire as many words as he had previously learned, namely 1,000. Therefore make sure of all 2,000 but make doubly sure of the first 1,000.—H. F. L.

LATIN DERIVATIVE EXERCISE

"British policy is not only 'the increasing association of Indians in every branch of the administration,' but also 'the gradual development of self-governing institutions with a view to the progressive realization of responsible government in India as an integral part of the British Empire.' " "From a careful examination of the existing structure of government and an exhaustive review of present conditions in India, the report deduces two definite conclusions." Which words in these two

sentences are derived from Latin? Mention the Latin originals from which they are derived.—G. A. H.

THE CLASSICAL JOURNAL

The December issue of the *Classical Journal* is addressed in particular to high school teachers in Latin. It contains, among other things, articles on "Economy in First-Year Latin Work," "Latin Plays for Schools," "Latin Training for Business," "The Latin in English."—G. A. H.

NOTICE TO LATIN TEACHERS

Teachers of Latin in the high schools are invited to send in ideas on the teaching of Latin, brief paragraphs on methods used to present various forms of grammar, translation, and literature. These will be printed in the Latin Column as space permits. Address G. A. Harrer, Chapel Hill, N. C.

THE SMITH-TOWNER BILL

By L. A. WILLIAMS

The University of North Carolina

FRIENDS of the Smith-Towner Bill will be interested to know that from recent announcements in the newspapers it appears that a bill will soon be introduced into Congress for the purpose of changing the Department of the Interior to a Department of Public Works and creating a new department, viz., the Department of Public Welfare. To do this there will of necessity be a transfer and rearrangement of the number of existing bureaus and divisions within the several departments of our National Government. Under this proposal the Bureau of Education would become a bureau within the proposed new Department of Public Welfare being placed on a footing with the Public Health Service, The Children's Bureau, The Bureau of Pensions, and several other bureaus or divisions.

It is not easy at the present writing to understand exactly what is to be gained for the public schools and public school interests in the United States by merely transferring the Bureau of Education from one department to another. The contention of public school men and their desire for a Department of Education is based upon the fundamental assumption that education is a matter of national concern and should be placed on a par with the national interest in war whether by land or sea, with finances, with labor and commerce and the like.

No one will question for an instant that there ought to be a thorough reorganization and reclassification of the several bureaus and divisions of our Government. Everyone at all familiar with the administration of

our National Government knows that there is a great deal of unnecessary duplication and overlapping in the several departments. As good citizens we are naturally interested, everyone of us, to see a more business-like and more efficient organization and conduct of our national affairs. It is not evident to a great many of the friends of education how this juggling of the Bureau of Education will bring about any such increased efficiency in the conduct of public school interests by our National Government.

Practically everyone admits that there should be changes and readjustments and probably, nay surely, additions to the departments in our National Government. But, whatever changes or additions may be made and whatever reclassifications seem necessary the friends of public education insist that because education is so important to the life and prosperity of our United States therefore the highest considerations of our national welfare and prosperity demand the creation of a Department of Education. It is perfectly possible that the provisions in the Smith-Towner Bill may not meet our situation as concerns public education in the most efficient manner. Whether or not this is true the friends of public education must continue to insist upon proper recognition of the importance of education to the safety and perpetuity of our government and to insist further that education,—the growing of boys and girls, be recognized by our law makers as of equal importance with agriculture,—the growing of corn and hogs.

To quote from a recent bulletin of the N. E. A.: "The Federal Government cannot afford not to promote education. When Herbert Fisher, Minister of Education, asked the English Parliament during the Great War for increased millions for the support and extension of public education, the question was raised as to whether the British Empire could afford it under existing conditions. Mr. Fisher replied that when a nation is considering a *productive expenditure* which is not only an investment but an *insurance* the more important question is whether it can afford *not* to spend the money. Parliament responded and voted the increased appropriation. The same question confronts the American nation today. Education cannot be disregarded by the National Government. National ideals cannot be realized without national leadership and support. There must be the unifying influence of a national incentive that education may accomplish the greatest good and make the largest contribution to national welfare."

Department of Superintendence, Atlantic City, February 27—March 3.

HIGH SCHOOL DEBATING UNION

TWO hundred high schools have enrolled in the High School Debating Union for the Spring debates, and all indications are that this year's contest will be one of the most successful contests since the Debating Union was organized by the Di and Phi Societies and the Bureau of Extension of the University in 1911.

The query to be discussed this year is: Resolved, That the policy of collective bargaining through trade unions should prevail in American industry. A seventy-five page handbook containing valuable material on both sides of the query is being printed now. This bulletin will be mailed to all of the schools participating in the contest, and to any other schools that may request it from the Bureau of Extension at Chapel Hill.

The list of schools which have already signified their intention of taking part in the Spring debates follows:

Chapel Hill, Fremont, Lexington, Durham, Wilmington, High Point, Lenior, Salisbury, Goldsboro, Roanoke Rapids, Fayetteville, Louisburg, Hickory, Brevard Institute, Bessemer City, Washington Collegiate Institute, Scotland Neck, Biltmore, Burlington, Gatesville, Reynoldson, Sunbury, Canton, Sanford, Franklinton, Kinston, Bethel, North Wilkesboro, Jamestown, Hendersonville, Granite Falls, Kings Mountain, Morganton, Concord, Winston-Salem, Edenton, Lumberton, Mount Gilead, Taylorsville, Calypso, Rocky Mount.

Jonesville, Summerfield, Windsor, Enfield, Mount Pleasant, Elizabeth City, Williamston, Hamlet, Rockingham, Teachey's, Philadelphus, Rowland, Red Oak, Winton, Charlotte, Mountain View Institute, Duke, Wilson, Roper, Trinity, Lewiston, Selma, China Grove, Derby Memorial, Holly Springs, Rich Square, Pilot Mountain, Statesville, Nebo, Forest City, Jackson, Spring Hill, Churchland, Smithfield, Hertford, Tarboro, Walnut Cove, Wakelon, Atlantic, Murphy, Greensboro, Stony Creek, Grimesland, Warsaw, Laurinburg, Hudson, Oak Hill, Clayton.

La Grange, Middlesex, Poplar Branch, Carthage, Piney Creek, Shelby, Madison, Wentworth, Cool Spring, Lumber Bridge, Troy, Burgaw, Stantonsburg, Gibsonville, Bladenboro, Tabor, Woodland, Mason's Cross, Dover, Graham, Ramseur, Reidsville, Hiddenite, Candler, Friendship, Moyock, Mount Holly, Whiteville, Oxford, Lees-McRae Institute, Creedmoor, Glade Valley, Ayden, Asheville Farm School, Belmont, Yanceyville, Summerfield, Wadesboro, Vanceboro, Kenly, Brevard, Cerro Gordo, Mount Airy, Stanley, Glen Alpine, Troutman, Franklin, Fairmont, Cherryville, Crouse, Pinetops, Turkey Knob, Wallace, Lin-